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ABSTRACT

Ten short-term institutes, each concerned with a specific area of vocational education were offered during early 1970 in 10 metropolitan areas representing U.S. Office of Education regions I-V. Each institute was planned and administered by an institute director and each covered a topic within one of the following problem areas: (1) program administration, planning, and coordination, (2) teacher education and leadership training, (3) disadvantaged youth and adults, (4) guidance and placement, (5) new concepts in vocational education, and (6) research utilization. Complete reports on four of the institutes are available as ED 056 186, ED 055 244, ED 056 201 and VT 014 657 (RIE, June 1972). (SB)

ED 070747

Summary Of Ten Institutes: Training Professional Personnel Responsible For Vocational-Technical Education In Eastern Metropolitan Areas

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Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

VT015036

School Report Urges Millions for Cities

WASHINGTON (AP) — A report on urban education, commissioned by the Nixon admin- to $14 billion for urban schools by 1974.

Without adequate funding, the

the books, the report contend have not been fully funded given a chance to prove th can achieve success. This cludes, the report said, much-criticized aid program educationally deprived childre

The report specifically ca on the federal government sharply reduce inner city cla sizes and to launch small-gro

Integration Speedup Demanded of Nixon

From Our Wire Services

ATLANTA, Feb. 4. — The Rev. Ralph D. Abernathy, charging that officials have failed to achieve total school desegregation in Alabama and Mississippi, called on President Nixon on Wednesday point out what the law i

The head of the Christian Leadersh ence said he wa with the Justi efforts in t desegrega

"And ied with the P ts either,' Abe "It is time nt to speak ou the law is," Mr said at a news con fere

Mr. Abernathy said th President is pledged to uphol the Constitution "but he is no upholding the Constitutio when he fails to speak out."

implementation segregation plan

Burger, who t ite a was ney

los

Chief Justice Asked To Delay Integration

WA HINGTON — Chief Justice Warren E. Burger received a plea from school officials in Greenville, S. C., seeking to delay temporarily children and recruitin teachers is be ambitious here.

by the OSU College ation and the Columbus public school system, the program provides inner-city high school juniors, who show promise of becoming teachers, the opportunity to read aloud to elementary school children in city schools.

"The program has a twofold purpose," said Dr. Charlotte Huck of the College of Education faculty. "It gives students involved in the project an idea of what teaching is like and develops enthusiasm for reading among the younger students."

Teaching Lure

Educators hope Project Promise will attract more inner-city high school graduates, especially Negroes, to teaching careers and help reverse the tendency of inner-city children to lose interest in st

repeatedly has d Americana Sun- are all stay- the Philadelphia as a necessary m bringing more N other minoriti tion jobs. contractor will be held in day Inn and tickets $50 each. U. S

"It's a hoax," O'Neal, a Negro, told newsmen. He said more and more civil rights leaders are begin-

School System's Plight: Desper

Richardson Dilworth, president of the Board of Education, describes the school system's financial plight as "dreadful." A more accurate term would be "desperate."

What is r ment of the cial needs, exaggeration curate appr pects. Given he Legislat arents of sc he actualitie he problems What we

Where is the mon from? The Board plans cil for new or increa foot the bill. Council' sponse is likely

$2.7 Million Grants to N.J.

Newark News Trenton Bureau

TRENTON—The federal Department of Health, Education agencies administrative ties, the degree of coor existing between the st and the am sistance the ide to the c e Delinquen ney earmar 5,000 will b delinquen rehabilitati $1.5 million for mental program mental for vocatio $50,000 fo ograms. the mor ms develo ming of loc l in admin s and the the local zations—in hood Coun Mode

Skimping On Education Of Handicapped Is False Economy, Doctor Tells Board

To the Editor of The Democrat:

The following letter I hav the president of the H

letter is to express an unsolicited endorsement of the efforts which have been making. I realize not a citizen of the have no right to you will be ive any

the long run a failure, because it will ultimately be necessary to spend much more money for those same children later when they are older and it is much harder to help them. In addition, they will represent a much greater drain on the community terms of inability to produce emselves and others the ight otherwise have in terms of community

Action Line

Trade School Plan Studied

WOODBURY, nine-member mittee

lor, Deptford Township; John Rosebery, Pitman; the ev. Thomas G. Guenther, St. Patricks Rectory, Woodbury; Bruce W. Reitz, Woodbury, and Cundey, Gle

The commi e report will be presented to voters in time for a non-binding referendum in November.

Work-Study

sboro Apetz, president of Robert Brumund, mayor of Woodbury; Dr. Cornelius Gaither, Swedesboro; Also Robert Williamstown;

mittee are Dr. County College;

Jobless Rolls Grow

By EDWARD F. ANDERSON

Newark News Financial Editor

The much-talked about slowdown in the economy was dramatized last week in the report that the nation's unemployment rate rise in a decade. economic slackeni has greater impa The jobless f cent of the nation The Labor Depart

State's Education Board Authorizes Major Study

its sec ough prima to the recruiting teachers, there have some white students who shown interest in the projec

Read to Children

The students read to t classes twice weekly for period of 30-45 minutes time. The readers read children

Name Corps Advisors

Newark News Trenton Bureau

TRENTON — State Education Commissioner Carl L. Marburger yesterday annou

guidance at Hightstown High School and director of Projectmodel" pre-school program for handicapped chil rs. as announced Wed hine, Burling- A part-time nurser ill be established in members areer to provide intensi Newark State g for children unde ndicaps in seeing a and those with

On-the-Job Training Aid OKd

Newark News Staff Writer

The U.S. Department of Labor has allocated $370,000 to Newark for development of 200 on-the-job-training positions in the city, elsewhere in Essex County and counties.

of such state and federal programs. The money is provided under the Federal Manpower Development Training Act.

In addition, the Newark organization has been granted $60,000 for development of 100 new, on- positions Community

The federal govern represe the

Officials Took Backward Step Angry Hampton Resident Says

To the Editor of The Democrat:

Hamton Council and H school board have

step — which the board was necessary (and the also, by voting for this public A similar gram warded to the Detro stem to develop t rt of program.

second grades and two fift

Hospital-Related Occupations Course Will Be Open To Seniors At 5 Schools

Jobs and careers in great demand are the prospect for students who choose next year to take a course in hospital

ays. ere is too great a gap between the artificial, in school world and the real world." Most student activists don't nt to destroy our system. y want to free it and make ore flexible so they can be at home in it, the

related occupations to be offered by Hunterdon Central High School and open to seniors from any of the county's five high schools.

le. y school system ve definite proce- olicies and channels dling student griev- and settling disputes. student should be ar with them, the re- adds.

And they can earn as they learn.

"The course will afford an opportunity for students to

the committee advises school board members. "We don't ink they have the answers. y know we don't!"

areal Complaint Route

of the problems, the suggests, is that most have not provided working

rear of punishment," caped serious injury auto smashed into a a pole, and upset in block of High Street at ast night, according to

rs. Oura was treated for a st injury at the Burlington unty Memorial Hospital. Stoddard of 230

ent the conten aking peace. earliest reco occurred Oc Unhappily for nese royal ash were d Ho ad failed to uty of shoot drum

Summary Of Ten Short Term Institutes
Conducted For In-Service Training
Of Professional Personnel
Responsible For Vocational-Technical Education
In Eastern Metropolitan Areas

The Challenge Of Democracy To Education

Our nation can no longer afford the luxury of an educational system which prepares the elite minority for more education and at the same time ignores the needs of the masses to prepare for immediate employment or to upgrade and extend their work skills. Little wonder, then, that the old educational curriculums and programs that developed as compromises of professional groups and pressures are in revolution.

No longer can this nation continue the assumption that all youth are or must be motivated to enter a college or university. Neither can it continue to perpetuate the myth that the world of work needs and wants only college trained personnel or the upper percentiles of a graduating class. If this be the case, then we better accept uncomplainingly the fact that those who can meet such preconceived standards will support those who can't. Acceptance of such a philosophy can only lead to turmoil and the ultimate destruction of democracy.

A democracy has no other alternative than to develop and institute an education and a vocational training program which is fulfilling to all; which seeks, finds, and releases for the total welfare of the individual and society the talents which each person posseses whether of high or low estate or physically or mentally disadvantaged.

Those given the responsibility for public education and the teacher-educators must become as proficient in the art of developing, instituting, and evaluating vocational-technical education and manpower training as they are in the academic college preparatory areas. They must become masters of the keystones of vocational-technical education; namely, (1) the technique of developing courses from realistic analyses of skilled, related, and academic needs; (2) the art of developing, using, and evaluating individual instruction not only in the shop or laboratory but in the related technical and the essential academic areas; and (3) placement and follow-up of graduates in the occupational fields for which the education and training were given. Such proficiency will invigorate the total educational climate and will hasten the achievement of total educational integration.

The Role Of Temple University

Temple University, an inner city metropolitan area university, is located in Philadelphia, Pennsylvania, geographically at a natural focal point of the Eastern United States megalopolis.The university, because of its location, its philosophy, and the long range commitment of its total resources to the people and the needs of Inner City Philadelphia, is uniquely qualified to initiate, coordinate, and conduct institutes concerned with major metropolitan city problems.

The Division of Vocational Education, within the College of Education, under U.S.O.E. grant number 9-0535, had the major responsibilities for planning, coordinating, managing, promoting, evaluating and disseminating the findings. Three of the ten institutes were carried on directly by Temple University. In addition, a post-institute seminar was conducted with selected metropolitan area superintendents, state directors of vocational education, and other national, state and local leaders.

Partial List of Participating Eastern Metropolitan Cities

Atlanta, Georgia
Baltimore, Maryland
Birmingham, Alabama
Boston, Massachusetts
Buffalo, New York
Charlotte, North Carolina
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Detroit, Michigan
Hartford, Connecticut
Indianapolis, Indiana
Jackson, Mississippi
Louisville, Kentucky
Memphis, Tenessee
Miami, Florida
Milwaukee, Wisconsin
Newark, New Jersey
New York City, New York
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania
Providence, Rhode Island
San Juan, Puerto Rico
Washington, D. C.
Wilmington, Delaware

A total of 911 people were involved. They represented educational administrative and supervisory staff from the states and major metropolitan cities east of the Mississippi and the United States Office of Education, University teacher educators, lay and professional persons from public and private sectors concerned with vocational education and manpower training and utilization, and inner-city youth. The majority of educators were not directly engaged in vocational-technical education but had various responsibilities concerned with the administration, supervision and evaluation of such programs.

Implementation Techniques

- Ten short term institutes, each involving essential and specific areas of vocational education and training, were offered in selected metropolitan areas over a period of time from Februcry through June, 1970.

- The institutes were conducted by selected Universities, great cities education departments that provide inner-city leadership and specialized vocational schools serving the handicapped.

- Each of the multiple institutes was planned and administered by an institute director who had demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors were welded together into a cohesive working team with whatever level of autonomy was needed. Supplemental assistance was given by the Temple University project staff.

- Outstanding resource persons and youth were used from great cities' school systems; all levels of government; the public and private sectors of industry, labor, management, and manpower; other supportive services, and the lay public.

- The institutes served the States east of the Mississippi River, Washington, D. C., the territories of Puerto Rico and the Virgin Islands; Regions I through V, as defined by the U.S.O.E. They were located so that they were easily accessible and provided maximum participation from the total geographic area served.

- Through presentations, discussions, field trips, and study in both small and large groups, the participants had an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

- In the post-institute seminar for selected leaders, the separate institute findings, conclusions and recommendations were presented and reactions were solicited on the practicality of implementing the institute outcomes.

The Major Thrust

KEY ISSUES

- The depth of expertise in interpreting total human and manpower resources as foundational to educational structure, organization, administration and communication.
- The parameters of vocational education programs and services are constrained to the boundaries and limitations of conventional education programs and activities which are geared, primarily, to non-employment bound youth.
- The background preparation and experiences of many administrative leaders, board members and staff, and school organizational patterns mitigate against implementing new concepts in vocational-technical education and training.
- The inhibitions of the professional educator to seek out non-professional persons, to recognize the high degree of credibility of community persons and resources, and to utilize such resources as a part of the total educational program.
- Unrealistic vocational teacher and ancillary services personnel certification requirements and constraints within preservice and in-service teacher education programs which fail to recognize the need for bonafide occupational competency.
- Low priority in putting known professional knowledge and skills about disadvantaged populations, teaching/learning foundations, methodology, programs, services, etc., into relevant experiences to meet special adult needs.
- Sensitizing the community to establish honest labor market and job specifications based on occupational analyses in order to absorb disadvantaged young vocational-technical trainees who have developed marketable skills.
- Occupational orientation programs are considered as adjunct and not as an integral part of the total educational programs and offerings starting at the kindergarten level.
- Guidance and counseling services are generally constricted to provide major input for the non-employment bound youth and are unrelated for employment-bound youth. Further, they are usually non-existent for out-of-school youth and adults.
- The need for constructive and realistic national manpower policy and long-range human resource development plans as foundational to vocational-technical education research, innovative program planning, and the implementation of proven materials, techniques and devices for improving educational productivity.

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- A succinct summary of the findings, conclusions, and recommendations of each institute is presented on the following pages.

SUMMARIES

KEY ISSUES

VT 014 657 (SEE JUNE, 1972 RIE FOR ED #)

Institute I Summary

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: Higher levels of funding during the last decade and earmarked monies for specific target populations have had limited effect on the organization of the public education system and especially upon the implementation of vocational education programs for persons making up the major portion of the inner cities. Why? What constraints exist in the administrative organization of the public schools which prevent the total integration of vocational education in the mainstream of education and create an unfavorable climate for learning for all but the academically oriented?

FINDINGS: The administrative coordination of vocational education is hindered not because major metropolitan administrative staffs are not aware of the need for vocational education but because the professional education and training of such administrators is superficial when it comes to vocational education. As a result, academically oriented boards of education, supervisory, instructional, and ancillary staff are not given any orientation or are superficially oriented to the objectives and philosophy of vocational education and manpower training and its relevance in and to the total educational program by the administrator.

Thus, a major function of the school administrator, the development of a climate for learning which is optimum for all students (academically as well as non-academically motivated) is neglected. This is true also at the State and Federal levels.

Consequently, vocational educators and their students receive only second priority in and out of school. As a minority group, they suffer from the same stigmas. They live in forced isolation within the educational system and are accused of liking this and maintaining such separateness. The essential and sound professional educational differences in philosophy and methodology between vocational and academic educators are abhorred by the academic establishment, are not understood and are looked upon as constraints to coordination.

Existing structures of education do not, in present form, respond to the continuing vocational education and manpower training needs of either the individual, the community, or an industrial-technological society.

RECOMMENDATIONS: The professional education and training as well as the certification requirements of public school administrators should be reviewed and evaluated in cooperation with recognized vocational educators in terms of developing essential proficiencies in vocational-technical education.

Realistic and relevant planned programs for the continuous orienting of boards of education, supervisory, instructional, and ancillary staff, as well as the total student body and community, should be developed in concert with vocational educators and instituted.

Lifelong continuing vocational education and manpower training programs should be designed without regard to conventional administrative convenience.

ED 055 244

Institute II Summary

ANNUAL AND LONG-RANGE PLANNING IN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION ACT AMENDMENTS OF 1968

THE PROBLEM: The under-utilization of human potential leads to many serious problems not only for the individual but for society. A technological society has a tendency to pressure for its specialized manpower skills and to ignore, give quasi support to, or eliminate unskilled and semi-skilled manpower needs. Since all individuals cannot meet the required standards for job entry in many of the technological areas either because of ability, motivation, or education and training, problems are born not only for the individual but for society as well.

Programs of education for occupations are designed to enable each individual to maximize his productive potential. Productivity implies the use of the developed potential, and this in turn means that these programs must lead to productive employment. There must be careful planning and design if this is to come about in a society that is in the midst of a demographic and technological explosion. Planning for the development of occupational competency of youth and adults is imperative.

FINDINGS: The Vocational Education Acts of 1968 by mandating State Plans compel long-range planning. Realistic planning at the state level should have input from urban, suburban and rural areas. Annual and long-range planning in Metropolitan areas for vocational education to be effective requires school administrators to be thoroughly conversant with the State Plan and its opportunities and requirements. This does not imply that essential and sound vocational education should be dependent upon whether the federal or state dollar is available.

Vocational planning must consider the individual en toto; his motivations, physical, mental and emotional capacities, and that he must live as an individual, a worker, a member of a family and society.

The planning should culminate in the gainful employment of the trainees in the occupations for which the education and training were given.

The commonality of occupational needs among the populations of Metropolitan areas results in the development of vocational programs which have similar goals. Even-though the organizational structure varies to provide such services, the duties, responsibilities, and obligations within each structure are practically the same.

Metropolitan areas have reached a point where there is no other alternative than long-range planning regarding vocational education and manpower needs, societal needs, fiscal responsibility and utilization of educational facilities.

RECOMMENDATIONS: Annual and long-range planning for vocational education must involve all sectors of the community, and must be finalized by the efforts of vocational educators at Federal, State and Local levels.

Vocational education must be recognized by the professional and lay public as a critical factor in the lives of people of all ages, and in the stability of each community.

More research into the planning process and the dissemination of such information in an understandable and usable form must be accomplished to expedite long-range planning for vocational education.

Manpower requirements and job entry specifications should be deveolped realistically rather than by conjecture or superficiality which tends to screen out of the labor market large segments of the population.

Long-range planning for vocational education must contain built in flexibility essential to meeting changing manpower and people needs.

Institute III
Summary

ORIENTATION TO NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

THE PROBLEM: In a dynamic technological society constant re-evaluation of vocational-technical education is needed in terms of the complexity of manpower needs, the rapidity with which research becomes operational, the technological displacement of workers, and social legislation at federal and state levels affecting the total community.

The student body in the public schools has changed drastically as a result of social legislation and improved economics. More and more of all of the children of all of the people enter and remain in school for a longer period of time. As a result, the numbers wanting and needing vocational education and training is increasing.

Specifically, the problem is in the development of a climate within the public schools which is conducive to the educational and career goals of all students.

FINDINGS: Vocational education has the methodology through the techniques of curriculum construction and individual instruction to make education meaningful and relevant to youth and adults.

Most youth are career oriented; they look to the public schools to supply them with relevant inputs for a careers payoff. In spite of this, career oriented programs enjoy an inferior status to academically oriented programs.

Job placement, the real need in career development, must be in keeping with the vocational education and training given.

Money is of itself not enough to develop effective programs of vocational education and training . . . ingenuity, inventiveness, adaptability, determination and a willingness to pursue new paths are equally important.

The misconceptions of youth toward work, particularly those youth of the inner city are a contributing factor to limited enrollment in vocational education and training programs.

The partnership of labor, management, the community and the schools is a powerful and effective force for relevant vocational education and training.

Strong vocational programs can be made stronger through effective representative advisory boards. Such advisory boards provide the linkage between the program and the employer.

The relevant curriculum is one geared to the realities of life for the student; its content is based upon an analysis of realistic student and job needs and not on academic respectability or conjecture.

RECOMMENDATIONS: Education, on all levels, should be refocused on youth and adults as effective workers in society.

Management, labor and the responsibile community has a stake in and must join the school to improve the image of work in our society and to give status to vocational education and training.

The metropolitan city school superintendent and his staff are the responsible professional educational leaders. As such they should become learned in vocational-technical education, should keep abreast of sound current practices, and should conduct a planned, continuous program of orientation to vocational education for the board of education and the total staff and student body.

Institute IV
Summary

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREA

THE PROBLEM: The persistence of a national unemployment rate in excess of four percent during the twenty-seven years since World War II is of national concern. 1970-71 census data estimates reveal concentrations of unemployment in forty-three of the fifty largest Metropolitan statistical areas. These centers correlate with the highest density areas of vocational-technical education and manpower program services. The role of supportive services in the career development process can no longer be ignored.

The need for a total system of supportive services in the urban metropolitan areas of the nation is critical. Often, however, only pieces of this system have existed with interruptions or short circuits in the total help that an urban student may need to enter education, stay with it, achieve his present educational and career goals, successfully secure and hold a job, and possibly return for more education and career training on a continuing basis to maintain employability or to advance to more responsible and rewarding positions.

FINDINGS: Occupational information and the methods by which it is gathered are not effective.

The concept of educational and occupational counseling is related presently to academic rather than to the realities of the communities in which vocational education and training programs exist.

Effective coordination between community agencies serving the school which would contribute to vocational education and youth career goals is either lacking or its potential is not understood.

RECOMMENDATIONS: Systematic use should be made of the Research Coordinating Units in the State Departments of Education, so that broad-based economic pictures of communities can be developed and used to provide valid economic indicators of the job market and its entry requirements.

The United States Office of Education should effect a program link with the Bureau of Labor Statistics for dissemination to schools and to vocational education directors of economic data with educational implications.

Services at the local level (e.g., OEO, MDTA, Employment Service, Vocational Rehabilitation) should be coordinated from the central office of the local Board of Education.

There should be increased opportunities for total staff development to recognize the functions and capabilities of supportive service agencies and to work with them.

There is a need among all educators for an understanding of what vocational education and manpower training outcomes should be. The Institute delineated six critical skills of value to all students, but particularly to vocational students:

a. conceptual skills
b. analytical skills
c. ability to synthesize
d. ability to generalize
e. ability to make inferences
f. ability to discriminate

Institute V Summary

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: A democratic nation bears the responsibility of providing an educational system which serves all people. It must be a relevant educational system in terms of peoples' needs and goals, manpower requirements, and the continuous improvement of democracy.

The key to relevant education is in the preparation of educational personnel who can through administration, supervision, counseling, and instruction meet people and community needs. The crises in major metropolitan city school systems are indicators that the professional preparation of educators is lacking in relevancy to peoples' needs. How to find and remedy the weakness in such professional educational preparation is the problem.

FINDINGS: Effective teachers have an interest in students, recognize the relevancy or lack of relevancy in subject matter, develop empathy and not sympathy, and know the community in which they teach.

Three courses found most vital in the preparation of vocational teachers are: trade and occupational analysis, methods of teaching appropriate to vocational education, and the development of individualized instructional materials. A relevant curriculum must be taught in a relevant manner. Vocational education should regard itself as of the highest order and expect more from higher education.

Vocational teachers who will work with the handicapped should be given special preparation beyond their normal requirements. In order to obtain vocational-technical personnel in areas where shortages exist, there is a need for the correlation of manpower projections and teacher recruitment and preparation. A model of an exemplary vocational professional training program was developed which deals with major aspects of the problem.

RECOMMENDATIONS: Methods of preparing teachers should be diverse; not confined to preparation in a four-year institutional setting.

Resistance to the employment of non-degree teachers in the skilled craft areas by superintendents and boards of education because they do not easily fit into degree based salary schedules, certification requirements, etc., should be studied and steps taken to overcome unrealistic conditions and professional snobbishness.

Since adequate work experience is a prime requisite of vocational teachers, the adequacy should be evaluated by National Competency Examinations which should be developed by a National Consortium.

Graduate schools should offer graduate credit for work experience that has been professionally evaluated and equated according to a stated plan.

The in-service education of vocational educators should enlist the assistance of the community, business and industry in developing programs designed to keep such teachers up to date with and abreast of current occupational practices.

A closer professional working relationship needs to be developed and maintained between teacher education and training institutions and State Departments of Education to insure quality and relevant professional education and training.

Institute VI Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH DISADVANTAGED ADULTS IN METROPOLITAN AREAS

THE PROBLEM: Effective ways and means of educating and training the disadvantaged, particularly disadvantaged adults, has long plagued educators, especially vocational educators who have a major responsibility with this segment of the major metropolitan cities. Little concrete information about disadvantaged adults has been incorporated into the mainstream of teacher education concerning needs, characteristics of relevent curricula, qualities essential to the successful teacher of disadvantaged adults, and techniques essential to developing rapport for such teaching.

FINDINGS: The potential teachers of the disadvantaged should possess the following abilities: (1) technical competency in the subject being taught, (2) empathy rather than sympathy for the disadvantaged, (3) fairness, firmness and the discretional ability to know when to be demanding and when to exercise restraint, (4) pedagogical competencies which make one an outstanding teacher, and (5) enthusiasm for one's job coupled with a high degree of creativeness.

In order for learning or growth to take place an individual must have a confrontation with reality; be oriented to problem solving, provide feedback about the effect on one's behavior, be stimulated by the environment and have full acceptance of individual growth goals.

Results will be slow when teaching disadvantaged adults and this may tend to discourage those who seek quick solutions.

Job requirements that most industries have set up for entrance employment bear little or no relationship to the actual job function. A job training program should train people for attractive jobs; not for those which someone has conjectured are the types of jobs the disadvantaged can do or ought to do.

Three teacher training models were identified and described; namely, (1) the curriculum component model, (2) the apprenticeship model, and (3) the interactive growth model.

RECOMMENDATIONS: The community should be involved in the planning and implementing of teacher education and training programs for disadvantaged adults, as well as of the training programs themselves.

Universities providing pre-service and in-service programs for teachers of disadvantaged adults must seek and respond to feedback from the teachers, administrators, and students in those programs for which they supply teachers.

Potential teachers of the disadvantaged should serve an apprenticeship which is carefully planned and supervised in the light of the needs of the disadvantaged people being taught.

Teacher educators should be thoroughly familiar with the needs of disadvantaged, know from personal experience how to teach them, and by precept and example be recognized as Master teachers.

The training process which produces the teachers for disadvantaged adults is exceedingly important. The process should be very carefully structured and taught by master teachers.

Technological gadgets, no matter how useful, should not be allowed to eliminate or relegate human interactive experiences to an unimportant position in the education and training of the teachers for disadvantaged adults.

Student teacher experimentation and innovativeness should be encouraged.

VT014 103

Institute VII
Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

THE PROBLEM: The low achievement of Metropolitan inner-city youth, the high rate of drop-out, the increase in parent and student protests, and the growing militancy of minority groups for control of their schools are realistic indications of frustration and dissatisfaction with the educational status quo. This, coupled with increased community, political, and governmental concern and the establishment of a host of public and private agencies such as manpower development and opportunity centers to alleviate problems are further evidence that viable and realistic solutions must be found for the people problems in Metropolitan areas.

FINDINGS: Teacher educators must develop a realistic understanding of what it means to be a part of a racial minority in America.

Minority members must be recruited both to teach and to prepare teachers for teaching metropolitan inner city minority youth.

Developing a new educational program or changing an existing one without involving minority groups helps to make the new program or change fail.

Teacher training institutions are beginning to realize their responsibilities to the total community and particularly to minority groups. Disadvantaged youth are unique in their ability to cope with the realities of life. Disadvantaged youth assume an adult role earlier than middle class youth.

The Institute developed three specific models:

1. A teacher education certification program for vocational education with three broad components: (a) vocational competency, (b) general education understandings and competencies, and (c) professional understandings and competencies.
2. A graduate curriculum that includes such areas as research, administration and advanced specialty studies. The undergraduate curriculum would include courses geared to individual competencies; and
3. Instructional modules based on needed competencies of vocational teachers of the disadvantaged in terms of specific behaviors matched with specific learning experiences.

RECOMMENDATIONS: A coalition of government, business, industry, and educational agencies must be encouraged to formulate and direct societal changes.

Teacher educators must be master teachers and must get into the public schools if they are to be effective in meeting the challenge of educating all.

Teacher education and training institutions should, through continuous self evaluation, strive to attain the unique selection of study, practices, and experience which will lead to the production of educators competent to meet the challenge of a total education and training program.

Institute VIII Summary

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

THE PROBLEM: If public education is for all and if democracy's life blood is a totally articulate community educated and trained up to each individual's mental, physical, and emotional potential, then educators must be concerned with the needs of the total school population. One of the needs is the development and institution of a realistic and relevant program of occupational orientation and exploration for all youth which will enhance individual career development through occupational preparation in vocational education and manpower training programs.

FINDINGS: The structure of the educational system (whether public or private) is essentially academic — as though everyone is going or should go to college. Those responsible for education are more familiar with academic needs then they are with vocational education and manpower training needs. The articulate middle class and the technologically oriented society pressure for academic preparation.

Inner city youth face very specific socio-economic and cultural patterns which often create negative rather than positive socially acceptable concepts when measured by middle class values.

The school's curriculum becomes relevant when it is geared to the realities in the student's life. Thus, realistic occupational guidance and orientation to the world of work must be provided.

RECOMMENDATIONS: A planned program should be developed and instituted by administration which will:

1. Develop and foster within the total staff and student body a climate for learning which favors all youth;
2. Remove and prevent further growth of privileged or status symbol courses or groups of students or teachers within the school which mitigate against a favorable climate for learning for all youth, particularly those motivated to enter work rather than college;
3. Reach into the inner city to seek out that which is essential to making the total curriculum relevant to realistic student and community needs;
4. Develop an occupational orientation/exploration and career development program which recognizes the world of reality in which inner city youth live;
5. Institute a broad and flexible occupational orientation/exploration program as an on-going process providing for the developmental needs of all youth, K-12; and
6. Provide for real work within the school and community setting which succeeds in blending vocational interests with realistic and relevant related and academic subjects.

Institute IX
Summary

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

THE PROBLEM: Counselors in metropolitan city schools are for the most part academically oriented by education, training, experience, and are motivated more by middle class pressures than by the minority community. As a result, vocational guidance, placement, and follow-up services for work-bound youth are neglected.

All too often youth who desire to enter the labor market from the school, are left to flounder on their own or are referred to an outside agency and forgotten. Vocational counseling and other related human resource services are imperative, Vocational Counselors should be carefully educated and trained to perform vocational guidance, placement, counseling, follow-up, and other essential services.

FINDINGS: Graduates of high schools seeking work ranked school guidance counselors fifth in a list of people who had helped most in finding a job.

Counselors have only a limited knowledge of vocational opportunities available for their students at the secondary and post-secondary levels. Because of school and community pressures for "getting (by contrast limited numbers of the total population) students into college", counselors neglect the majority who are non-college bound youth. Too often no one in school or out complains.

Self determination is being demanded by people at all points along the social, economic and political spectrum.

Too many students are living "lives of quiet desparation" as regards their school experiences.

Too many students are dissatisfied with guidance and counseling services to a point where they are ready to write off such services as non-productive.

A generation of counselors has been educated, trained and certified who are ready to diagnose pathology in every student they see.

RECOMMENDATIONS: Testing, counseling, training, referral, job placement, follow-up and replanning for additional training should be a systematic effort within the total school program.

In-service training programs for counselors should be conducted to build, strengthen and keep up-to-date their abilities in vocational guidance, placement, and follow-up.

Existing certification requirements and curricula designed to educate and train counselors should be evaluated and updated in the light of people needs.

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Institute X
Summary

METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS

THE PROBLEM: The expansion of vocational education throughout the Nation increases the significance of quality and innovative programs. Current research and contemporary publications testify that one of the major problem areas in education has to do with the occupational needs of metropolitan inner city youth and adults.

An additional major problem stems from the lack of opportunity for vocational education to share the results of research studies, pilot programs, and experimental efforts. Existing information systems appear to be limited in services to vocational educators. If the findings never filter down to the local system in a useable form, no matter how important or excellent the research, it has little value.

FINDINGS: Time, personnel, and fiscal resources do not provide opportunities on the broad national scale for inter-program visitation to share innovations and significant and successful procedures in vocational education.

Existing information systems have serious limitations. Data which are assembled and stored are not easily retrieved and, hence, are not sought nor applied.

A definite need exists for greater inter-change, sharing of opportunities, and the development of a relevant, functional data retrieval and dissemination system.

RECOMMENDATIONS: Existing systems of data storing, retrieval and dissemination should be evaluated in the light of their impact on local programs of vocational-technical education.

An interface agent or agency should be provided to operate between the present information systems and the user to facilitate more effective utilization.

In order to assist in making research in vocational-technical education more relevant to local needs, problems should be solicited from major metropolitan area educators.

The professional education of vocational educators should include an organized course concerned with research and development sources, and methods of data retrieval, storage, and dissemination.

Keystones To Relevant Vocational Education And Manpower Training Programs And Services

> The declared purpose of vocational education is to meet the needs of people of all ages in all communities of each state . . . "those in high school, those who have completed their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools . . . to the end that each person will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training."*
>
> *Abstracted from the 'Declaration of Purpose', PL90-576 (Vocational Education Amendments of 1968)

This declaration circumscribes professional accountability for assuring:

- ACCESS to an equality of education and manpower training opportunity and essential supportive human resource services for youth and adults . . . commensurate with the varying and unequal abilities, aptitudes and aspirations of each one . . . under public supervision and control . . . as part of the birthright of every individual . . . regardless of geographic location and ability of the individual to pay for a foundation occupational preparatory program;

- That vocational education and training constitutes the mainstream of the educational and manpower training system, in which general education and other related disciplines are an integral, inseparable part, and

- That man shall have continuous opportunity to advance to his highest occupational potential, consistent with his needs, interests and abilities, and the needs of society.

Implications Of The Ten Institutes In Meeting The Declared Purpose And The Foundations For Vocational Education And Training

Characteristics essential for educational productivity (implying excellence) in meeting the vocational education and manpower training needs of youth and adults were crystallized out of each institute. These were complemented by other factors relating to ancillary and supportive services.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

- The Superintendent, as the Chief School Administrative Officer, institutes a regular program to educate the School Board on the broad parameters of a total education and manpower training program and other essential services in order to meet the full spectrum of needs of youth and adults in the geographic area served by the system.

- The Chief School Administrative Officer and School Board establish an administrative and supervisory structure which provides vocational education and manpower training personnel at high eschelons with decision-making capability to impact on establishing priorities and recommending policies.

- There is a qualified Chief Vocational Education and Manpower Training Officer with adequate high levels of competent vocational education supervisory staff to provide a systems approach to program planning, administration, supervision and evaluation for the whole vocational education program and services as a significant, integral part of the total educational enterprise.

- The Chief School Administrator maintains standards in the selection of a capable, qualified, occupationally competent Chief Vocational Education Administrator and supervisory staff with equal status and powers of determination, complemented by capable and productive Vocational Advisory Boards.

ANNUAL AND LONG-RANGE PROGRAM PLANNING

- Capable vocational administrators are charged with program planning, program development, program implementation and program evaluation. To this end, such persons are involved and assist in establishing program priorities, adequate levels of funding, and provide essential services to assure educational productivity in consonance with human needs and the demands of the labor market.

- All administrative and supervisory personnel are apprised of vocational education and manpower training activities, programs and services as the central focus of the community's vocational education and manpower delivery system.

- Inservice continuing programs are conducted to develop perceptions of needs of people and the labor market and the delivery system, based on valid, accurate interpretations reached through analyses and not by conjecture.

- The budget, reflecting the level of community and state support for programs and services (and additional federal monies), reflects the increased investment needed for vocational education and training. Appropriations are adequate to meet high standards for quality programs and services, which are relevant.

- The vocational education administrative and supervisory staff is considered as the prime planning, administrative and supervisory body for the community, and takes the leadership to develop a comprehensive manpower plan.

- The total manpower training capability of the community is considered and utilized in a total package within a comprehensive manpower plan.

- Annual and long-range program planning is based on occupational and job analyses. Honest education and training hurdles are established to enable people to become employable and remain occupationally competent.

- All planning is consistent with educational productivity and all that is implied in effectiveness with economic efficiency . . . human and material.

- Annual and long-range planning involves all sectors of the community and is "concretized" by the efforts of vocational educators at all levels.

- The practical arts (such as: industrial arts, home economics, and the non-vocational offerings in business, agriculture and distributive education) are included from kindergarten to grade nine (approximately) as an articulated series of learning experiences within the general education requirement of all youth.

- The practical arts provide orientation to and exploration of the world of work. In the upper secondary grades, and continue as a subject area in the general education curriculum to enrich the common core of learnings of those pursuing a non-vocational objective.

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS

- Vocational education and training is recognized as the central focus of all education and manpower training. Its interdisciplinary and all-community resource utilization is recognized in planning programs and services to reach the full spectrum of needs.
- Capable, experienced vocational administrative leaders prepare proposals for and establish strategies for innovative programs of vocational education and career orientation.
- The community's efforts in utilizing external funding for manpower training programs for disadvantaged and minority groups are coordinated by vocational administrators through comprehensive program planning.
- The school system provides a new outlook on the availability of physical plant, staff, instructional facilities; the mixing of different age groups, and other changes in patterns, content and methods in vocational education and training.
- There is a high degree of credibility of community representatives, particularly among those for whom vocational programs are intended.
- Workshops and institutes are provided for the total professional and supportive staff to develop cooperative administrative leadership and to improve the climate towards work and vocational education.

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

- The school system participates in the development of a central communications network for information about employment opportunities; including social constraints, entry requirements and expectations.
- A broad-based economic picture of the community is developed in concert with Resource Coordinating Units in the State Departments of Education in an attempt to provide valid information of the labor market and job needs.
- Vocational education personnel coordinate the services at the local level of such supportive manpower agencies as the following: State Employment Service, Vocational Rehabilitation, Veterans' Training, Manpower Development and Training, Office of Economic Opportunity, Comprehensive Manpower Plannings (CAMPS), and the like.
- The professional educator seeks out non-professional and other community resources and utilizes these, where practical, as components of a total educational enterprise.

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION

- Educational administration policy makers recognize diverse patterns for preparing vocational teachers and professional personnel, other than the conventional collegiate path.
- The school system recognizes the need to employ non-degree teachers with equal status and responsibilities as degree teachers and bases certification and employment requirements on careful job analyses.
- The work experience required of all teachers in vocational education and training is evaluated by a national occupational competency examination, developed by a National Consortium of States by skilled and knowledgable individuals in the occupation for which each examination is prepared.
- Vocational Advisory Committees play a key role in establishing real teacher supervisor and administrator qualifications and preservice and inservice needs.
- Teacher certification is based on successful, effective teaching experience.
- The State Department of Education assumes its responsibility to establish standards for professional development and improvement and works in concert with institutions to assure that occupational competency prerequisites are met and that relevant quality teacher/supervisor/administrator development programs are maintained.
- Undergraduate and graduate credit is provided for bona-fide work experience when validated by occupational competency examinations in both the theory and practices of the occupation.
- The school system encourages the early identification of potential leadership personnel in vocational education and provides opportunities to develop a cadre of professional leaders.
- The professional preparation of vocational teachers, supervisors and chief vocational administrators includes: appropriate, validated work experience as a basic requirement, complemented by other field experiences and structured internships as a part of a quality vocational teacher education program.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION PROGRAMS TO REACH DISADVANTAGED ADULTS

- The decision and policy makers for the total educational program of the state, and each community or area served by vocational and manpower training programs and services, are sensitized to the needs of disadvantaged adults in the metropolitan cities.

- Program standards, established by the State Department of Education, are based on valid analyses of educational, manpower training and related services needs of all persons who may profit by vocational education and training.

- Program standards, particularly for preparing and certifying teachers, supervisors and administrators (who are to plan and provide programs and other services for employment-bound persons), are translated into viable, relevant teacher training programs.

- Teacher trainers are knowledgable about realistic requirements for teaching, supervising and administrative services and are able to develop quality teacher training programs. Further, such programs include supervised internships in actual inner-city situations.

- The teacher training staff and institution has empathy for the people who are to be developed for teaching and other leadership positions.

- The teacher training institutions have a quality pre-service and in-service program of preparation for developing new full and part-time teachers of disadvantaged adults, based on current analyses, and for upgrading others.

- The school system recognizes all teachers who serve disadvantaged groups of equal status to all other professional persons.

- The school system provides conditions, facilities and other necessary resources and incentives for teachers to apply the processes and content of their training to the development of disadvantaged adults with marketable skills, consistent with their needs, interests and abilities and the needs of the work force.

- The teacher training institution carries on a realistic program of recruitment, advisement, screening, training, placement and follow-up of teachers and other human resource development personnel.

- The teacher training institutions, State Department of Education and local community take the leadership to plan, develop, provide and evaluate instructional resource materials at the level of the learner to meet particular conditions surrounding the disadvantagement of the group.

- The teacher training institution recognizes the importance of the processes, content (skill, theory, related understandings) and services essential in teaching.

- The teacher trainers are, themselves, master teachers who have served in complementary leadership roles of instructional supervision and/or administration.

- Potential teachers enter into the program with a commitment to serve people in general and disadvantaged adults in particular.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

NOTE: Since Institutes VI and VII relate to viable, relevant teacher education programs and services, the characteristics just identified for Institute VI (for adults) apply, also to quality and excellence of teacher education for disadvantaged youth.

- Those who serve disadvantaged youth in metropolitan areas are: (1) committed and have empathy, and (2) possess fundamental knowledge of and experiences with disadvantaged youth in order to perceive needs, to reach intelligent decisions, and to provide essential programs and services.

- The vocational teacher education program, leading to certification to serve as teachers of disadvantaged and special needs youth groups, includes three broad components: (1) occupational competency, (2) a common core of general education understandings and competencies, and (3) professional development courses and experiences, based on actual analyses.

- Undergraduate vocational teacher training programs include adequate courses and learning experiences which are matched with the needed competencies of vocational teachers and others who provide ancillary services.

- Graduate vocational teacher training curriculums include advanced specialization studies and complementary experiences to develop capability in such areas as: teacher training, research and curriculum development.

- The State system of higher education recognizes the significant role of vocational teacher training for disadvantaged youth, promotes services, and assigns a high priority of time, personnel and resources.

- The school system provides incentives for quality vocational teachers to continue their development through participation in special clinics, workshops and institutes.

- Valid analyses are made of conditions, circumstances and particular student/teacher resource needs. The program provides for planning, development, production and distribution of instructional materials essential to teaching/learning success.

- Vocational administrators provide the central thrust for articulating vocational education and manpower training programs and services within the total community. Further, such services result in maximizing the development and placement of disadvantaged in-school and out-of-school youth in the labor market in jobs commensurate with their interests, abilities and desires.

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

- The educational leadership has the needed background and experience to perceive and to include occupational exploration and orientation experiences and opportunities as an integral part of the general education of all youth.

- The educational leadership and system continues the early experiences of orientation to work in the elementary grades and exploration in the middle school with relevant vocational education programs and services in the secondary and post-secondary schools for youth who need and want vocational education to prepare for initial job entry, to retrain, or to upgrade their occupational capabilities.

- The school system recognizes and provides exit points for youth to enter the work world and reentry points for further education and training without penalty.

- Occupational exploration and orientation programs for disadvantaged youth are articulated with all education, manpower and community programs.

- The occupational orientation/exploration phases of the learning experiences of all are tailored to the needs and specific nature of the community and the realities of the student's life.

- Educational planners at state and local levels explore, analyze and tap the vast reservoir of data, experiences, personnel and organizations to make the world of work orientation/exploration programs live, effective and productive.

- Professional standards are realistic and are followed for those who serve as instructional and supervisory specialists in shop, laboratory, related subjects and ancillary services.

- The physical plant and instructional facilities are based on analyses and facilitate instructional efficiency and effectiveness.

- The inservice training of professional personnel is continuous and has as one objective the development of a total team effort to utilize the community's resources in a comprehensive and articulated program and services.

- The work-oriented experiences in the junior high school provide "hands on" live experiences with materials, tools and equipment.

- A continuous public information program operates to keep the community informed of changing curriculums and experiences, the dignity of work, and the place and relationship of orientation and exploratory experiences as foundational to making a wise occupational career determination.

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

- Vocational guidance and placement services are recognized as part of a total package of human resource services which involve the input of other community resources such as: employment services, rehabilitation, social welfare, health, etc.

- The educational system utilizes the community resources to provide a fuller range of services for non-employment bound youth which are necessary and effective.

- The community provides continuous and continuing human resource development services and programs to all who need and may profit by such assistance.

- Occupational experience is one prerequisite for entrance into a professional program of preparation for those who are to provide vocational guidance, counseling and placement services.

- An in-depth training program provides valid courses, field experiences and internship.

- The school system carries on a continuous assessment of guidance/counselor capabilities to recruit, test, screen, advise, refer, place, evaluate, replan and recycle students through these major phases of service for the 80% employment-bound in-school youth.

- The community arranges to provide human resource development services continuously throughout the occupational life span of the individual, utilizing institutional and non-institutional resources.

- Human resource development services are planned for in-school youth, out-of-school youth and adults, with emphasis on groups with special needs.

- Inservice courses and experiences are planned for all professional personnel in the school system in concert with external agencies whose services impact on human potential development.

- The system and each school employ a capable vocational human resource coordinator at a high administrative level to coordinate all programs, services and personnel in the community, and to translate jobs into accurate educational specifications which become foundational to all of selection, training, and other services.

- Incentatives are provided for current guidance and counseling personnel to be upgraded and to recognize evolving concepts of increased services to meet the needs of the greatest number of youth and adults who are to be trained for entry jobs, retrained, or be occupationally upgraded.

METROPOLITAN AREA APPLICATIONS OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT

- The State Department of Education utilizes the Research Coordinating Unit to carry on essential research and to propose practical innovative programs to reach disadvantaged youth and adults.

- The State Department of Education has a realistic manpower development policy around which a long-range program of research, innovative, exemplary and demonstrative activities are planned.

- Knowledgeable vocational education personnel, representing the practitioners and utilizers of the products of research, with particular expertise in the inner city are involved in developing the specifications, preparing research and development activities and projects, and participate in research.

- The school system utilizes proven materials, techniques and devices for improving instructional excellence and educational productivity, consistent with human and manpower needs.

- The end-products, conclusions and recommendations of research, innovative and demonstration programs are evaluated for contribution, practicality, effectiveness and efficiency (economic and human).

- All physical and human resources of the community are considered, and capable persons from divergent backgrounds and agencies (institutional and non-institutional) are involved.

- Institutions and agencies participating in vocational research and development activities related to instruction, supervision and administration, are administered by competent, qualified personnel with bona-fide occupational experience and valid teaching experience as a minimum.

- The period of experimentation and innovative programs, the level of funding and staffing are based upon sufficient experiences to produce valid and reliable results which are worthy of implementation.

- A public information program is planned and carried on to report the results of research and experimentation accurately.

- Institutions and agencies awarded contracts to conduct research, innovative or other developmental programs are staffed by practical, experienced vocational educators. Such persons establish criteria and standards based upon analyses of vocational education and manpower training needs and possess the capability, knowledge and experience to provide the necessary leadership.

- The community (educational system) allocates priorities of time, finances and qualified personnel to long-range program planning, development, evaluation, refinement and further implementation.

Complete reports of Institutes I - X are on file in the office of each State Director of Vocational Education in States East of the Mississippi. Copies may also be procured through ERIC Document Reproduction Service, P.O. Drawer No. 0, Bethesda, Maryland 20014

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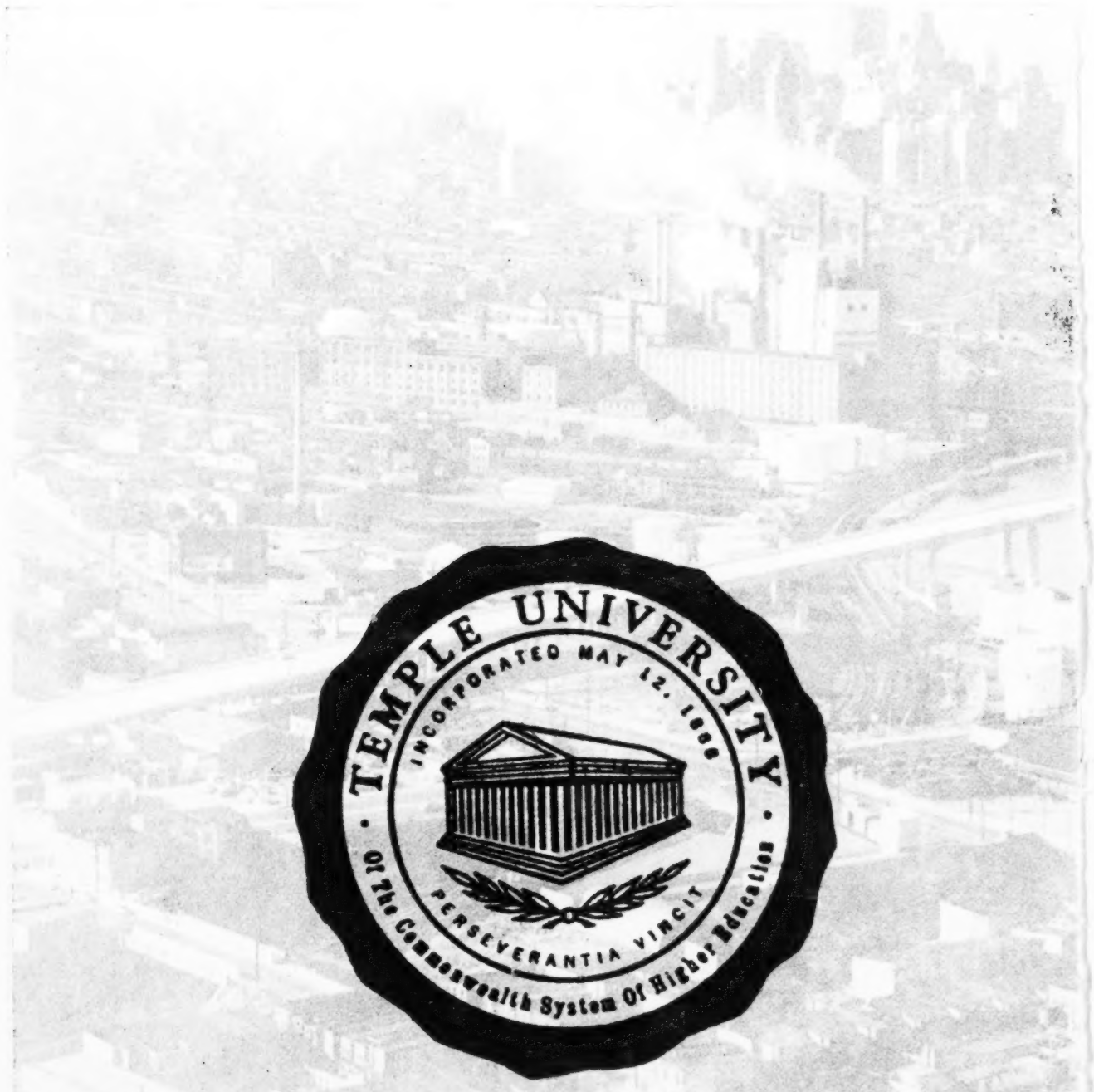
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